

READ TO ACHIEVE

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If you don't know where you are going, you might wind up somewhere else.

Yogi Berra

The third webinar will be shown on
Tuesday, February 26 at 2:00 ET.

The Common Core State Standards, adopted by 45 states and the District of Columbia, promise to raise achievement in English and mathematics through rigorous standards that promote deeper learning. But while most policymakers, researchers, and educators have embraced these higher standards, some question the fairness of raising the academic bar on students who are already struggling.

Do higher standards hurt struggling students? [High Standards Help Struggling Students: New Evidence](#), argues that the answer to that question is "no." In the analysis, Education Sector analysts Constance Clark and Peter Cookson Jr. use state-by-state NAEP data to examine the effect of high standards on student achievement. They find there is no evidence that high standards have hurt low-achieving students. In fact, they found that higher standards have probably helped.

The Kentucky Reading Project (KRP) is a professional development program that focuses on Senate Bill 1 (2009) mandates, Kentucky Core Academic Standards, college and career readiness preparation and formative assessments.

KRP is a yearlong graduate-level course centered on research-based reading instruction. It is taught by literacy faculty at each of the eight state universities. Teachers in grades K-5 may participate in KRP and will receive a stipend and graduate credit upon completion of the course in May 2014. The National Center for Family Literacy provides one day of training at each site. This initiative is directed by the Collaborative Center for Literacy Development; more than 3,000 educators have been trained through this program in 14 years.

To find more information about KRP and the application for the 2013-14 cadre go to kentuckyliteracy.org or email Cary Pappas. Applications are due Friday, February 22, 2013.

Thanks to everyone who completed the attendance report and the Program Evaluation Report on Survey Monkey. The purpose of these reports are to provide an evaluation of RTA in terms of implementation and student achievement.

Using Active Strategies for Learning is a video found on PD 360 offering strategies for comprehending non-fiction.

Persuasive writing is a form of nonfiction writing that encourages careful word choice, the development of logical arguments, and a cohesive summary. Some books to encourage persuasive writing are:

Otto Runs for President
by Rosemary Wells

Emily's Runaway Imagination
by Beverly Cleary

Click Clack Moo, Cows that Type by Doreen

Remember to continue to keep your daily attendance and mark if a child exits the RTA program. Make sure you indicate if the child exited successfully, moved, tried another intervention with a different teacher or qualified for special education. This data will be reported in May and should be added to your report submitted on January 15.

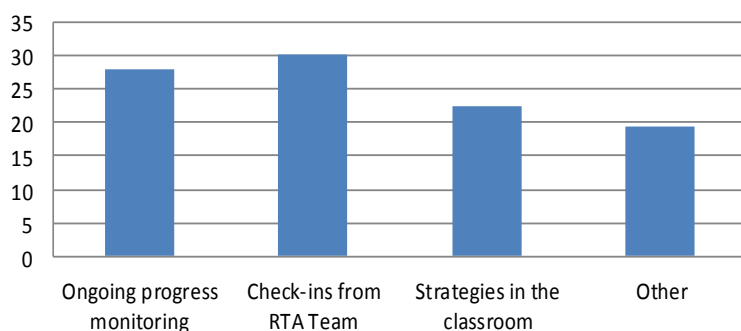


Changes

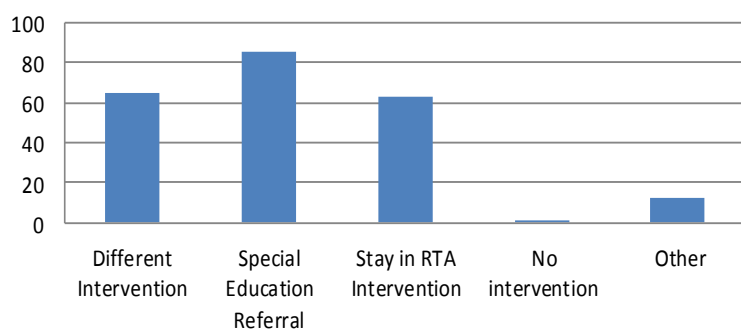
If there are any RTA contact changes at your school, please notify me so I can make sure I get future information to the correct people. If you know of someone who is not on my contact list and wishes to be, please let me know that as well.

Highlights from the Program Evaluation Report

Supports Received after Successfully Exiting RTA



Services for Students Who are not Successful in RTA



Interventions Received if RTA Unavailable

